

Tables of Contents

Preface.....	4
The Graduate Studies Bulletin.....	4
Carolina Community Student Handbook and Policy Guide.....	4
Disability Services.....	4
Acronyms Used Throughout This Handbook.....	5
Section 1.....	6
Overview of the USC Arnold School of Public Health.....	6
Overview of the Department of Health Promotion, Education, and Behavior...7	
Vision and Mission of HPEB.....	7
Programs in HPEB.....	7
Faculty and Areas of Specialization.....	9
Clinical Faculty and Areas of Specialization.....	10
Research Faculty and Areas of Specialization.....	11
Adjunct Faculty and Areas of Specialization.....	11
Distinguished Professor Emeritus.....	13
Overview of Graduate Assistantships.....	14
Who Exactly is a Graduate Assistant.....	14
Who is Eligible to receive a Graduate Assistantship.....	14
How do I apply for a Graduate Assistantship.....	14
How are Graduate Assistants selected.....	14
What benefits do Graduate Assistants receive.....	14
What types of Work do Graduate Assistants perform.....	15
How many hours a week will I be required to work.....	16
Do I have to make up time missed for holidays.....	16
When will I know if I have an Assistantship.....	16
What should I do if I hear about a possible position.....	16
Do I have to reapply for an Assistantship each semester that I am in school...16	
What other types of Financial Aid are available.....	17

Section 2.....	18
Important Guidelines and Regulations.....	18
Valid period of admission.....	18
Maximum period for completing Doctoral Degree.....	18
Course Loads.....	18
Residency.....	18
Degree Requirements.....	19
Program of Study.....	19
Transfer of coursework.....	19
 Changes in Degree Requirements and Academic Regulations.....	 20
 Comprehensive Examination.....	 20
 Dissertation.....	 20
 Dissertation Examination and Submission of Final Dissertation.....	 21
 Roles and Responsibilities of Graduate Students.....	 21
 Applications for Graduation.....	 22
 Academic Standards for Progression.....	 22
 Enrollment in Graduating Semester.....	 22
 Out of Date Courses.....	 23
 Section 3.....	 24
Stages and Milestones for Doctoral Degrees in HPEB.....	24
Overview of Doctoral Program Requirements.....	24
Doctoral Degrees and Requirements.....	25
Part I: Overview of Stages and Milestones for Doctoral Degrees.....	25
Stages and Milestones of the PhD&DrPH Degrees.....	26
Part II: Description of Stages and Milestones for Doctoral Degrees.....	28
PhD and DrPH Degrees.....	28
 Section 4.....	 31
Definitions and Explanations of Terminology.....	31
 Commonly Asked Questions and Answers.....	 34
 Section 5.....	 36
Qualifying Examination for PhD and DrPH Students.....	36
 Registration for the Qualifying Examination.....	 37

Failure to complete the Qualifying Examination.....	38
Evaluation of the Qualifying Examination.....	38
Advancement to Doctoral Candidacy.....	38
Section 6.....	39
Dissertation Requirements.....	39
Section 7.....	43
Resources and Information for Students.....	43
Section 8.....	45
University Services Available to Graduate Students.....	45

Preface

The Graduate Studies Bulletin

The *Graduate Studies Bulletin* is the official manual of regulations and guidelines for graduate study at the University of South Carolina. It is available on the University website <http://www.sc.edu/bulletin/grad/index.html>. The Graduate Council approves its contents. Graduate students are expected to read and adhere to the regulations of this publication throughout their matriculation at the University. Students are bound by the bulletin in effect at the time they begin or renew their enrollment in The Graduate School. If they wish to make a change to a subsequent bulletin, they must obtain permission of The Graduate School to do so.

Carolina Community Student Handbook and Policy Guide

Please refer to the Carolina Community Student Handbook and Policy Guide for policies on the student code of conduct, student grievance, sexual harassment and other areas. The Carolina Community Student Handbook and Policy Guide is available online at www.sa.sc.edu/cc2002/

Disability Services

Students with disabilities are assisted through the Office of Disability Services. Students with disabilities should contact the Office of Disability Services at 803-777-6742 (TDD) or 803-777-6744 for specific information about services. When students receive the Graduate School's offer of admission, they should notify the Office of Disability Services of their need(s) for specific accommodation(s).

Acronyms Used Throughout This Handbook

ASPH	Arnold School of Public Health
BIOS	Department of Biostatistics; departmental prefix for Biostatistics courses
COMD	Department of Communication Sciences and Disorders; departmental prefix for Communication Sciences and Disorders courses
ENHS	Department of Environmental Health Sciences; departmental prefix for Environmental Health Sciences courses
EPID	Department of Epidemiology; departmental prefix for Epidemiology courses
EXSC	Department of Exercise Science; departmental prefix for Exercise Science courses
GA	Graduate Assistant; Graduate Assistantship
GRE	Graduate Record Examination
HPEB	Department of Health Promotion, Education, and Behavior; also called “Department;” departmental prefix for Health Promotion, Education, and Behavior courses
HSPM	Department of Health Services, Policy and Management; departmental prefix for Health Services, Policy and Management courses
MAT	Master of Arts in Teaching
MPH	Master of Public Health
MS	Master of Science
MSPH	Master of Science in Public Health
MSW/MPH	Dual Degree: Master of Social Work/Master of Public Health
TOEFL	Test of English as a Foreign Language
USC	University of South Carolina

Section 1

Overview of the USC Arnold School of Public Health

The Arnold School of Public Health was established by legislative action in 1974 and was fully accredited by the Council on Education for Public Health (C.E.P.H.) in 1979, 1984, 1990, 1996, and more recently in 2001. The Arnold School of Public Health has as its major mission - the improvement of public health status by preventing health hazards and by promoting improved health services through its education, research, and service programs. The school is mandated to improve environmental quality, to strengthen health promotion and disease control efforts, and to improve health service delivery.

In November 2000, the University of South Carolina announced that the School of Public Health would be named in honor of a longtime Columbia business leader and philanthropist, Norman J. Arnold. The Arnold School of Public Health is in recognition of a gift from Mr. Arnold to the school and for his longtime commitment to improving the health of South Carolinians.

The Arnold School of Public Health becomes only the third school of public health in the United States to be named for an individual. The others are the Rollins School of Public Health at Emory University and the Joseph L. Mailman School of Public Health at Columbia University.

An integral part of the training of students at the school is participation in research activities. Since the state is experiencing rapid demographic and industrial changes, health problems range from those of a traditional rural setting (infectious diseases, infant mortality, access to health care) to those of a modern industrial setting (impact of new industries on air and water quality and the safety of the workplace). The school has been committed to “action research” since its inception. The importance of dealing with operating programs and defined problems has led to close working relationships with human service programs, health care facilities, and governmental agencies throughout the state and region.

Overview of the Department of Health Promotion, Education, and Behavior

Vision and Mission of HPEB

The vision of HPEB is to improve quality of life through Health Promotion and Disease Prevention efforts. The Department has a unique approach to address health issues. Health Promotion research goes far beyond the frameworks of biomedicine and measurement of disease and fully engages the range of social and behavioral sciences in the fashioning of research, practice and policy to enhance health.

The mission of HPEB is to promote health and quality of life through teaching, research and service. The Department's efforts focus on working with individuals, organizations, and communities to identify, modify, and maintain health promoting behaviors and strategies.

The Department views teaching as an applied discipline, preparing students to take leadership roles in health promotion practice, research, instruction and policy. This is accomplished by integrating theory, research and practice in multiple learning experiences including coursework, practica, research and mentoring.

Research in HPEB is pursued via multidisciplinary research involving diverse settings and populations to advance health behavior knowledge and skills, increase understanding of environmental conditions, and advocate for health promoting policies. Research is conducted at basic and applied levels regarding health behavior determinants, program planning, intervention, and evaluation using multiple designs and methods. In these research efforts, faculty members involve students, community members, practitioners and interdisciplinary researchers.

The Department develops lasting collaborative relationships with the professional public health community and human service community to offer consultation on health promotion strategies addressing emerging issues at the local, state, national and international levels.

Programs in HPEB

Programs leading to degrees in health education and health promotion center on changing health practices. Health education is an activist discipline and employs community development, organizational behavior and applied communication strategies to influence knowledge, attitudes, social support systems, patient/provider relationships, change behavior, and the alteration of access and availability barriers to care in promoting positive health practices. Health promotion is an important focus of the department. Courses emphasizing principles of learning, motivation, behavior change, program planning and evaluation as applied to health education constitute the basis of professional preparation. The department supports the idea that health promotion and education subsume a set of activities which:

- Inform people about health, illness, disability, and ways in which they can protect and improve their health, including more efficient use of the health care delivery system;
- Influence individuals to adopt or maintain healthy practices through skill building;
- Foster teaching and communication skills in those engaged in health education;
- Advocate changes in health care systems and the environment which will facilitate healthy practices;
- Develop effective health education programs aimed at promoting good health;
- Enhance the health educator's role as a model, advocate and leader in health; and,
- Develop new knowledge through systematic research.

The Department of Health Promotion, Education, and Behavior offers the following degrees and certificates: Master of Public Health, Master of Science in Public Health, Master of Science (Project and Thesis options), Master of Arts in Teaching, MSW/MPH-a dual degree with the college of Social Work, Certificate of Graduate Study in School Health Education, Doctor of Philosophy, and Doctor of Public Health.

The Department of Health Promotion, Education, and Behavior is located on the second floor, north wing of the Arnold School of Public Health at the corner of Greene and Sumter streets.

Faculty and Areas of Specialization

Faculty	Area of Specialization
Daniela B. Friedman, Ph.D., 2006 University of Waterloo Assistant Professor	Health communications, health literacy and the internet, gerontology
Edward Frongillo, Jr., Ph.D., 1991 Cornell University Department Chair Professor	International health focus on maternal, infant, and young child health interventions and programs; conceptualization, measurement, and consequences of household food security and assistance programs for children and elders; assessment and study of growth and development, child caring practices, maternal-infant interaction, and stress
Deborah Parra-Medina, Ph.D., 1998 San Diego State University Associate Professor (Joint appointment with Women's Studies)	Women's health issues; chronic disease prevention; nutrition; cancer screening; tobacco control
Donna L. Richter, Ed.D., 1982 University of South Carolina Professor	HIV/AIDS prevention education; adolescent health; women's health issues; gerontology
Ruth P. Saunders, Ph.D., 1986 University of South Carolina Associate Professor	Physical activity in children and adults; organizational change for health promotion; school health programs
David Simmons, Ph.D., 2002 Michigan State University Assistant Professor (Joint appointment with Anthropology)	International health; health disparities; medical anthropology
Jim Thrasher, Ph.D., University of North Carolina at Chapel Hill Assistant Professor	Tobacco control and prevention; health communication strategies

Clinical Faculty and Areas of Specialization

Faculty	Area of Specialization
Sara Corwin, Ph.D., 1996 University of South Carolina Clinical Assistant Professor	Program evaluation; qualitative research methods; adolescent pregnancy prevention; healthy aging; stress management; teaching methods
Lisa Lindley, Dr.P.H., 1997 University of South Carolina Clinical Assistant Professor	HIV/STI prevention; sexuality education; adolescent pregnancy prevention; sexual minority health
Kara M. Montgomery, Dr.P.H., 2004 University of South Carolina Clinical Assistant Professor	Nutrition; eating disorders; college student health; issues relating to nutrition and supplement use among college student-athletes; women's health
Lillian Smith, Dr.P.H., 2004 University of South Carolina Clinical Assistant Professor	Worksite development; interdisciplinary/organizational training; distance education
Ken Watkins, Ph.D., 1999 University of Michigan Associate Chair & Graduate Director Clinical Associate Professor	Aging and health; diabetes self-management; quality of life; faith and health; self-regulation theory

Research Faculty and Areas of Specialization

Research Faculty	Area of Specialization
Suzanne Baxter, R.D., F.A.D.A, Ph.D., 1990 Texas Woman’s University Research Professor	Dietary assessment methodology; promoting healthful body weight; educating adults about feeding children
Heather M. Brandt, Ph.D., 2003 University of South Carolina Research Assistant Professor	Cancer prevention and control; women’s health issues
Sonya Jones, Ph.D., 2002 University of North Carolina at Chapel Hill Research Assistant Professor	Nutrition; Social and policy determinants of health; youth empowerment and development
Susan Kayman, Dr.P.H., 1986 University of California at Berkley Research Associate Professor	Public Health Nutrition; Behavioral Sciences
Delores Pluto, Ph.D., 2000 University of South Carolina Research Assistant Professor	Healthy aging; physical activity; ecological approaches to behavior change; evaluation

Adjunct Faculty and Areas of Specialization

Adjunct Faculty	Area of Specialization
Edna Page Anderson, Ph.D., 1976 Pennsylvania State University Professor	Curriculum development; nutrition and weight control; evaluation; consumer education
Jean Elizabeth Barry, MPH, 1984 University of South Carolina Instructor	Comprehensive school health education; HIV/AIDS; sexuality education

Adjunct Faculty	Area of Specialization
<p>Janice Bell-McDowell, MAT, 1986 University of South Carolina Instructor</p>	<p>Maternal and child health</p>
<p>Cheryl Dye, Ph.D., 1991 University of South Carolina Associate Professor</p>	<p>Cancer control in African-Americans, aging in place, nutrition</p>
<p>Joanne G. Fraser, Ed.D., 1970 University of Alabama Associate Professor</p>	<p>Curriculum development; maternal and child health; adolescent health</p>
<p>Sandra K. Kammerman, EDS, 1981 Eastern Illinois University Instructor</p>	<p>Rural health; nutrition-weight management; patient education; health promotion program planning</p>
<p>Amy Brock Martin, Dr.P.H., 2004 University of South Carolina Instructor</p>	<p>Rural Health; program evaluation; evaluation research; second data analysis; Medicaid; health disparities; maternal and child health</p>
<p>Rachel Mayo, Ph.D., 1997 University of South Carolina Associate Professor</p>	<p>Women's health; cancer prevention; Latina health</p>
<p>Peter M. Miller, Ph.D., 1986 University of South Carolina Professor</p>	<p>Behavioral psychology; weight management</p>
<p>Lillian M. Mood, RN, MPH, 1976 University of South Carolina Instructor</p>	<p>Risk assessment; risk communication; public health nursing</p>
<p>David Murday, Ph.D., 1983 University of South Carolina Assistant Professor</p>	<p>Community health development; health advocacy; health policy.</p>

Adjunct Faculty	Area of Specialization
<p>Tricia Phaup, MSW, 1995 University of Pennsylvania Instructor</p>	<p>Sexual Health Education</p>
<p>Mary Prince, Ph.D., 1998 University of South Carolina Assistant Professor</p>	<p>HIV prevention</p>
<p>Kit Smith, M.Ed, 1974 University of South Carolina Assistant Professor</p>	<p>Health, Education, and Policy Analysis</p>
<p>Mary Prince, Ph.D., 1998 University of South Carolina Assistant Professor</p>	<p>HIV prevention</p>

Distinguished Professor Emeritus

<p>Roger G. Sargent, Ph.D., 1971 University of South Carolina</p>	<p>Applied nutrition, weigh management; maternal and child nutrition</p>
<p>Murray Vincent, Ed.D., 1967 Temple University</p>	<p>Sex education; teenage pregnancy prevention; maternal and child health; and instructional methods</p>

WHO EXACTLY IS A GRADUATE ASSISTANT?

A graduate assistant is a fully admitted graduate student who receives a stipend and some educational benefits in exchange for specific services that the student provides. A graduate assistant usually works directly with one or more faculty members, in a university office, or with a specific state agency.

WHO IS ELIGIBLE TO RECEIVE A GRADUATE ASSISTANTSHIP?

Any fully admitted student taking six to twelve graduate hours is eligible. There is generally no special consideration given for financial need or level of education. Employment is usually made on specific qualifications and skills of the individual. Sometimes the degree program in which a student is enrolled is a consideration. A student receiving other financial assistance in the form of work-study, stipend, or grant from another agency may not qualify to receive a graduate assistantship. However, some scholarships and fellowships may be received at the same time.

HOW DO I APPLY FOR A GRADUATE ASSISTANTSHIP?

There are no specific graduate assistantship applications available for Health Promotion, Education, and Behavior. To be considered for a position, an applicant must indicate an interest in being a graduate assistant on the admissions application form. The student will then be considered for any available graduate assistantships that match their qualifications and skills. Contact the HPEB Academic Programs Coordinator (Dr. Casey Fitzpatrick) for more information.

HOW ARE GRADUATE ASSISTANTS SELECTED?

Faculty members who have positions for graduate assistants review the student applications on file and make selections. Consequently, students are strongly advised to inform the faculty members in their individual program of their interest in an assistantship.

WHAT BENEFITS DO GRADUATE ASSISTANTS RECEIVE?

Graduate students from out-of-state who hold qualifying assistantships are given an automatic tuition reduction to the in-state tuition level. Graduate assistantship paperwork must be completed no later than 25 calendar days from the first day of class in order to qualify for this reduction. In addition, graduate students who hold assistantships in the spring semester and pre-register for the upcoming fall semester

automatically are accorded the reduced in-state tuition rates during the summer sessions (Maymester, Summer I, and Summer II).

Minimum Salary (Single Appointment, non additive)		\$1500 Fall or Spring Semesters
		\$500 Summer session
Work Assignments	Minimum	10 hrs per week
	Maximum	20 hours per week
Course Load Limits	Minimum	6 semester hours
		(1 hour summer session)
	Maximum	15 hours (unless otherwise noted)
Academic Fees (Same for all Grad Assistants)		Per credit hour amount

(Graduate Assistantship tuition may increase when the University's tuition increases.)

NOTE: Graduate assistants DO NOT receive any of the following benefits:

- * free parking stickers
- * paid activity/technology fees
- * sick leave or paid holidays
- * insurance

- * reduced textbook rates at either bookstore

Graduate assistants are not entitled to faculty benefits or privileges. However, graduate assistants may pay separately for health services/activities fees by paying the University fee at the time of registration.

WHAT TYPES OF WORK DO GRADUATE ASSISTANTS PERFORM?

The work responsibility of a graduate assistant depends entirely on the skills and work experiences he/she has and the project that they would be working on. Some teach undergraduate courses, grade papers, or proctor testing; others do research, assist with administration of programs and of the College, do clerical work including typing and filing or supervise student teaching practica. If you have any research skills/experience, be sure to include them on your resume. The assignment/tasks depend on the professional needs of the faculty members/supervisors with whom you work.

HOW MANY HOURS A WEEK WILL I BE REQUIRED TO WORK?

* Half-time graduate assistants work 5-15 hours per week

* Full-time graduate assistants work 20 hours per week

Graduate assistants working more than the required hours per week must have approval of the Dean of Graduate School prior to the beginning date of their graduate assistantship appointment.

Note: International students can work for a maximum of 20 hours per week during a normal semester (Fall and Spring).

DO I HAVE TO MAKE UP TIME MISSED FOR HOLIDAYS?

No, you work only when school is officially in session. However, two weeks notification and the permission of the supervisor is required for not working during USC-recognized holidays.

Note: Fall break and Spring break are not considered official holidays.

WHEN WILL I KNOW IF I HAVE AN ASSISTANTSHIP?

Assistantships are awarded on a semester basis beginning in late August and/or January. If you receive an assistantship, an offer letter will be mailed to you prior to the opening of the semester. Usually assistantships last for two semesters; however, money is allotted for one semester and there is occasionally a turnover of assistantships after one semester period. In this instance, assistantship offers may be extended as openings occur throughout the semester.

WHAT SHOULD I DO IF I HEAR ABOUT A POSSIBLE POSITION?

The Department has several recurring assistantships from year to year. However, students who identify potential positions for graduate assistantships outside of the recurring positions may contact the Department's Academic Services Coordinator for guidance to establish a new assistantship in an area of interest.

DO I HAVE TO REAPPLY FOR AN ASSISTANTSHIP EACH SEMESTER THAT I AM IN SCHOOL?

It is a good idea to verify with your supervisor that your position will be funded for each upcoming semester. Paperwork may need to be completed on acquiring a new assistantship position.

WHAT OTHER TYPES OF FINANCIAL AID ARE AVAILABLE?

In addition to graduate assistantships, financial aid is available in the form of part-time jobs, work/study opportunities, veterans benefits, and loans. For information on grants, loans and other financial assistance contact the USC Student Financial Aid Office at 803.777.8134.

Section 2

Important Guidelines and Regulations

Valid Period of Admission

After three years of non-enrollment in graduate courses, the student's enrollment eligibility becomes invalid. Degree-seeking students must reapply and fulfill current admissions requirements if they wish to continue graduate study. Upon readmission, such students become subject to the current regulations in the USC Graduate Studies Bulletin and of the program to which they are admitted.

Maximum Period for Completing Doctoral Degree

All work toward a doctoral degree must be completed within eight years of initial enrollment. Some out-of-date courses may be revalidated (see "out of date courses"); transfer credit courses or courses from another institution may not be revalidated.

Course Loads

A graduate student may not enroll for a semester load to exceed 15 graduate hours. A student with a load of nine or more credit hours during a fall or spring term is classified as full-time for academic purposes. The maximum course load in each of the two summer sessions is six credit hours. May session enrollment is part of the six-hour limit for Summer I. A student is required to be enrolled for at least one credit during any semester in which dissertation progress is made. Enrollment provides student access to University resources such as libraries, computer facilities, and use of faculty time. Graduate assistants carrying six or more hours for graduate credit are classified as full-time students. Graduate assistants are required to carry a minimum of six hours of graduate credit during fall and spring semesters.

Residency

The SC Commission on Higher Education requires that more than 50% of the course work for all degree programs must be completed through the Columbia campus. The doctoral residency requirement must be fulfilled by enrollment in at least 18 graduate credit hours within a span of three successive semesters. Enrollment in a summer term is not required to maintain residency, but credits earned during summer terms (including Maymester) will count toward residency.

Degree Requirements

The granting of a doctoral degree by the University of South Carolina presupposes a minimum of three full years of graduate study (or equivalent) and requires a minimum of 60 graduate hours (including dissertation preparation). Candidates for doctoral degrees must complete at least half of their credit hours exclusive of dissertation credit in courses numbered 700 and higher. A dissertation based on original research, with credit for 12 hours of dissertation preparation, is required. The specific curriculum for the doctoral degree varies with the discipline, and students are referred to the appropriate section of the Graduate Studies Bulletin, the respective graduate student handbook, and the graduate director for that information.

Program of Study

Every degree student must file a Program of Study in the Graduate School. A Program of Study is a list of courses that satisfy degree requirements. The advisor, graduate director and dean of the Graduate School must sign the Graduate School Program of Study form. Although programs of study are binding, they can be modified when conditions warrant. Students pursuing doctoral degrees should have an approved Program of Study on file in the Graduate School by the end of their second year of study.

Transfer of coursework

A maximum of 12 graduate credit hours may be transferred into the doctoral program:

- Graduate coursework taken outside of a completed program of study may be used toward the doctoral degree. Such transfer requires approval from the student's program advisory committee.
- HPEB (or equivalent) courses that were taken as part of the masters program of study also may be used toward the doctoral degree. Such transfer requires approval from the student's program advisory committee and the HPEB faculty.

All transfer courses must meet Graduate School requirements regarding the eight-year period of viability, taken from an accredited institution recognized by USC, carrying graduate credit with a grade of "B" or better, and number of reduced tuition rate hours allowed (6), as described in the Graduate Studies Bulletin. Students wishing to transfer a course that will replace a similar core course housed in another USC department must first receive approval from that department.

Changes in Degree Requirements and Academic Regulations

Graduate students may obtain degrees in accordance with the regulations set forth in the Graduate Studies Bulletin in force at the time of admission to a degree program or under subsequent regulations published while enrolled in a degree program. However, a student must choose only one specific bulletin. Doctoral students have a period of eight years to claim the rights of a specific bulletin. Doctoral students whose admissions lapse, lose the rights to previous bulletins and come under the bulletin in force when they are readmitted.

Comprehensive Examination

The candidate must pass comprehensive examinations, both written and oral, on the fields of study for which the student is responsible. The committee for the oral examination must be comprised of no fewer than four members, at least one of whom must be from outside the candidate's major department. The comprehensive examination may not be given less than 60 days prior to the date on which the student receives the degree. Certification of the comprehensive examination for doctoral students remains valid for 5 years after which it must be revalidated.

For the DrPH and PhD in HPEB, the written dissertation proposal and the oral defense of the proposal meet the Graduate School requirements for the written and oral comprehensive examination respectively.

Dissertation

No later than five years after the candidate has taken the comprehensive examination the student must present a dissertation based on research that has been approved by a committee of professors in the major field. During the preparation of the dissertation, any student who uses University resources or confers with faculty about dissertation work must be officially enrolled for credit. A minimum of 12 credits of Dissertation Preparation 899 are required for all doctoral degrees.

Dissertation Examination and Submission of Final Dissertation

A dissertation must be successfully defended before an examining committee comprised of no fewer than four members, at least one of whom must be outside of the candidate's major department. The examination on the dissertation should not be given less than 30 days before the date on which the candidate expects to receive the degree.

At least 20 days prior to the date on which the candidate expects to receive the degree, the candidate must deposit with the Dean of the Graduate School three signed copies of the completed dissertation together with an abstract.

Roles and Responsibilities of Graduate Students

Your responsibilities include but are not limited to:

- Guidelines - be aware of and follow Graduate School requirements as stated in the Graduate Bulletin and guidelines provided in the HPEB Doctoral Handbook
- Advisement - student is responsible for knowing program requirements, taking an active role through all steps of their program and keeping copies of all important records and documents.
- Keeping the advisor (and committee members, as appropriate) apprised of your progress and barriers you are experiencing
- Working with committees - understand the roles of the various doctoral committees and of the members of those committees
- Deadlines - be aware of and meet graduate school and university deadlines
- Transfer credit - inform your advisor of your intention to apply for transfer credit immediately during advisement.
- Qualifiers – with your advisor, determine the appropriate time for you to take qualifiers; take appropriate steps to prepare for the qualifiers
- Dissertation - although the formal dissertation process begins after course work is complete, think about your research interests and possible dissertation topics as you go through your course work; discuss your ideas with faculty and students to develop them
- Formatting dissertation - obtain guidelines for formatting the dissertation from the graduate school early and format the dissertation accordingly. This is easiest if these

guidelines are used in the early drafts of the dissertation proposal, as well as the final dissertation. Also, ask for additional guidelines specific to HPEB

Applications for Graduation

During the final academic term, all candidates for graduate degrees and certificates must file formal application for graduation with the Graduate School. It will be necessary for the student to check for deadlines in each session. Applications submitted after the announced filing deadline will be accepted if supported by a letter from the graduate director and accompanied by a late fee. Please refer to the Graduate Studies Bulletin.

Academic Standards for Progression

Academic Standards

Graduate courses may be passed for degree credit with a grade as low as C, but the student's average on all courses attempted for graduate credit during the allowed period of study (six years for master's programs, eight years for doctoral programs) must be at least B (3.00 on a four-point system). Additionally, the student's average on all courses numbered 700 or above must be no less than 3.00. Grades earned on credits transferred from other universities do not count in the grade point average.

Academic Suspension Policy

Graduate students whose cumulative grade point average drops below 3.00 (B) will be placed on academic probation and allowed one calendar year in which to raise the grade point average to at least 3.00. Students who do not reach a cumulative 3.00 grade point average during the grace period will not be permitted to enroll for further graduate course work in that degree program.

Appeals for Reinstatement

Appeals for reinstatement from students who have been suspended should be reviewed first by the academic unit and then forwarded to the dean of The Graduate School for review by the Graduate Council.

Enrollment in Graduating Semester

The Graduate School requires that each graduating student be enrolled for a minimum of one graduate credit in the graduating semester. For example, if a student is planning to graduate in May at the conclusion of the Spring semester, the student must be enrolled for at least one credit during the Spring semester.

This is the only instance in which the Graduate School considers Summer I and Summer II to be the same semester. Therefore, a student who plans to graduate in August at the

conclusion of the Summer sessions, need only be registered for one credit hour over Maymester, Summer I, or Summer II. The Graduate School can make an exception to this policy if a student has successfully completed all degree requirements, including submission of his or her dissertation, before the first day of classes for the graduating semester. In this instance, the Graduate School can waive the mandatory enrollment requirement for the graduating semester.

Out of Date Courses

Candidates for graduate degrees at the University of South Carolina may revalidate out of date USC graduate courses over eight years old for doctoral programs (over six years old for certificate, masters, and specialist programs). Each academic unit will determine which of its graduate courses are appropriate for the revalidation process. The Graduate School's GS 04 form (Permit for Revalidation Examination) must be completed for the revalidation process.

Courses transferred from other institutions may not be revalidated.

Section 3

Stages and Milestones for Doctoral Degrees in HPEB

This section provides information on stages, milestones, and other degree requirements.

Attainment of a doctoral degree entails successful completion of a series of tasks that fulfill the requirements for the doctoral degree.

This sequence of stages is similar to general requirements of the University of South Carolina for doctoral programs, with some variation by department. As each stage is passed, there is typically some written or formal notice taken, usually initiated by the student's advisor. Remember, you are accountable for your progress. Make and retain copies of all important records.

Overview of Doctoral Program Requirements

There are two doctoral level programs offered by the HPEB department: The Doctor of Philosophy (PhD) and The Doctor of Public Health (DrPH).

Both doctoral programs require:

- 60 hours of graduate credit, including a 12-hour dissertation;
- completing a series of steps: course work, qualifying exam, program of study, advancement to candidacy, dissertation proposal, conducting and defending a dissertation; and
- completing required course work in at least three areas: health education/health behavior, research and statistics/planning and evaluation and a cognate area.

There are some distinctions between the programs, based on different emphases in the course work and purposes of the degrees. The PhD and DrPH requirements, which are very similar, are described together in the “Stages and Milestones” section.

Doctoral Degrees and Requirements

The Doctor of Philosophy (PhD)

The PhD degree is designed for those who seek to advance the state of the art and science of Health Promotion, Education, and Behavior. This degree stresses understanding of research designs and methodologies.

<u>Program of Study Area</u>	<u>Graduate Hours</u>
Health education/health behavior	6 – 12
Research/statistical methods (HPEB courses include 551, 704, 707, 710, 802, 810, 818) (Students will also need to take research/statistics courses from departments outside of HPEB)	18 – 24
Cognate	12 – 18
Dissertation	12

The Doctor of Public Health (DrPH)

The DrPH degree is the professional public health doctoral degree designed for individuals who wish to apply new knowledge in health promotion and education programs. This degree stresses program development and evaluation methodologies.

<u>Program of Study Area</u>	<u>Graduate Hours</u>
Health education/health behavior	12 – 18
Research and evaluation and planning courses (HPEB courses include 551, 702, 704, 707, 710, 802, 810, 818) (Students may also need to take courses from departments outside of HPEB)	9 – 18
Cognate	24 – 30
Dissertation	12

Part I: Overview of Stages and Milestones for Doctoral Degrees

This part provides a broad overview of various stages and milestones for the doctoral degree programs. The typical time it takes a student to complete the PhD or DrPH degree is usually between 3 ½ - 6 years. In this section, stages and milestones of the PhD and DrPH degrees are presented. “Typical” time frame is provided for each stage as information only and is not intended to indicate expected or preferred progress. Many factors influence this time frame including part-time or full-time enrollment, employment, family responsibilities, and personal issues.

A more detailed description of the stages and milestones is provided in Part II of this section.

Stages and Milestones of the PhD & DrPH Degrees

Stage One: Initial Coursework and Passing Qualifying Examination

Milestone: Mastery of HPEB core competencies (HPEB 701, 702, 707, 710, 748) and Advancement to Candidacy

Typical number of years to complete stage after admission to Department: 1-2 years

- Initial advisor is assigned to facilitate selection of courses early in the program;
- Begin coursework; HPEB core competencies will lay the foundation for content and skills needed in the Qualifying Examination
- Take the Qualifying Examination within 18-27 credit hours including courses in which the student is enrolled concurrently during the semester of the Qualifying Examination; (see internal HPEB form for notification of intent to take qualifying exam in appendix)
- Pass the Qualifying Examination.

Note: Students wishing to “transfer” up to 12 credit hours must take the Qualifying Examination during the semester of enrollment for the 18th credit hour; failure to take the exam before the 18th credit hour may result in inability to transfer master’s credit hours.

Stage Two: Program of Study and Coursework

Milestone: Completion of Coursework

Typical number of years to complete stage after admission to Department: 1.5-2.5 years

- Select Program Advisory Committee Chair (see internal HPEB form);
- Select Program Advisory Committee (see internal HPEB form);
- Enroll in HPEB 704 Research Seminar (may be repeated for up to 3 credit hours);
- Have Program of Study approved for advancement to candidacy (see Graduate School form);
- Complete coursework.

Stage Three: Begin Dissertation Process

Milestone: Proposal Defense and Doctoral Comprehensive Examination

Typical number of years to complete stage after admission to Department: 2-4 years

- Appoint Dissertation, and Dissertation Defense Committee Chair and Committees if not already appointed (see Graduate School form);
- Work on developing dissertation research and timeline with primary guidance from the Dissertation Defense Committee Chair;
- Develop formal dissertation research proposal;
- Present and defend dissertation research proposal to Dissertation Committee. This meets the Graduate School requirement for the oral and written comprehensive examination for the PhD and DrPH in HPEB (advisor turns in an internal HPEB form notifying Graduate Director of successful proposal defense; Graduate Director notifies Graduate School of successful dissertation proposal defense and completion of written and oral doctoral comprehensive exams).

Stage Four: Carrying Out Dissertation Research Study

Milestone: Defend Dissertation

Typical number of years to complete stage after admission to Department: 3.5-6 years

- Obtain IRB approval prior to conducting your research;
- Conduct dissertation study;
- Enroll in HPEB 899 during the semesters that you plan to conduct research and analyze data;
- Work with Committee Chair and other Committee Members as appropriate to write dissertation;
- Schedule defense after chair has reviewed full dissertation document;
- Apply for graduation by Graduate School deadline for semester in which the student intends to graduate;
- Defend dissertation; (advisor turns in internal HPEB form notifying Graduate Director of successful dissertation defense; Graduate Director notifies Graduate School of successful dissertation defense); and
- Turn final dissertation document to Graduate School by deadline for graduating in a given semester.

Part II : Description of Stages and Milestones for Doctoral Degrees

Part II provides more detail about the stages and milestones for the doctoral degrees offered in the Department. It is intended to be a guide for doctoral students.

PhD and DrPH Degrees

Stage One: Initial course work and passing Qualifying Examination.

Milestone: Advancing to Candidacy

After admission, doctoral students are assigned an initial academic advisor in the Department who will provide advisement for course work. The initial advisor is selected based on compatible research interests with the student as determined from the student's application. The student can choose another Department faculty member as advisor, who has expertise in an area in which the student wishes to specialize, at any time. However, the student should discuss this with the current advisor.

The Graduate Director notifies the Graduate School when the student has successfully completed the qualifying examination.

Stage Two: Coursework

Milestone: Program of Study and Completion of Coursework

Within 30 days of notification of passing the qualifying examination, doctoral students should appoint a Program Advisory Committee, sometimes informally called the Program of Study committee, which will approve the Program of Study. The Program Advisory Committee is an internal HPEB committee (see the form in the appendix.) The student and academic advisor also select a Program of Study Committee Chair. The graduate school requires that a doctoral Program of Study be filed no later than the end of the second year following admission to the program.

Under the guidance of the academic advisor, the student drafts a Program of Study, which outlines courses taken and proposed to be taken, to meet the degree requirements and his or her career goals. The form is available at the Graduate School website

The Program of Study must be approved by the academic advisor and members of the Program Advisory Committee, and signed by the academic advisor, HPEB Graduate Director, and the Dean of the Graduate School.

The Program of Study indicates the remaining course work and provides a contract that protects the student in the event of unexpected faculty or curriculum changes. To make

changes in the Program of Study, “A Request for Adjustment in Graduate Program” form must be completed and signed by the student, faculty advisor, Department Graduate Director and the Dean of the Graduate School. The form is available on line at the Graduate School website.

Enroll in HPEB 704 (Research Seminar). It is strongly recommended that students take this course three times during their doctoral program. Among other professional topics, this course exposes students to the dissertation process. Students enrolled are at different phases of the dissertation process and benefit from others’ experiences.

Stage Three: Begin Dissertation Process

Milestone: Proposal Defense (Doctoral Comprehensive Examination)

Your Committee Chair notifies the HPEB Graduate Director about successful completion of the Dissertation Proposal Defense (with an internal HPEB form). The Graduate Director sends a letter to the Graduate School documenting the date of the successful Dissertation Proposal Defense and Doctoral Comprehensive Examinations.

Appoint Dissertation, and Dissertation Defense Committee Chair and Committees if not already appointed. The form is available on line at the Graduate School website.

While these committees may be comprised of the same faculty who served on the Program Advisory Committee, this needs to be an explicit agreement between the student and faculty. See “Definitions and Explanations of Terminology” (Section 4) for more detail on the purpose and composition of these committees.

While the formal dissertation process begins at this stage, students are encouraged to think about the dissertation research topic early in the program while still largely involved in course work. Students often begin discussion about dissertation research with their faculty advisor and/or other faculty early in the program, as well. After course work is completed, the student receives primary guidance from the Dissertation Defense Committee Chair in developing a dissertation proposal. The dissertation proposal document is traditionally the first three chapters of the dissertation: introduction, literature review, and methods. After the proposal draft is in acceptable condition, the student distributes a written draft to other committee members for their review. The student must defend the proposal orally to the committee. After the proposal is accepted, the student can begin doing the dissertation work. For HPEB, the written dissertation proposal and oral dissertation proposal defense meet the Graduate School requirements for the Written and Oral Comprehensive Examinations, respectively.

Stage Four: Carrying out Dissertation Research Study

Milestone: Defend Dissertation.

Obtain IRB approval prior to conducting your research. Information about this process can be obtained from your committee chairperson or on-line:

USC SAM <http://sam.research.sc.edu/>

USC Office of Research <http://www.sc.edu/research>

A-SPH Departments/Centers <http://www.sph.sc.edu>

FORMS <http://www.sph.sc.edu/research/forms.htm>

USCERA <https://sam.research.sc.edu/uscera>

Working under the guidance of the dissertation committee chair, the student conducts the dissertation study, including data collection, analysis, and writing results and discussion. The student works primarily with the committee chair, and other committee members as appropriate, to draft the dissertation document. This will entail developing multiple drafts, particularly for the results and discussion chapters. Students are required to develop two manuscripts ready for publication as part of the dissertation. The student will work with the committee to schedule the oral dissertation defense. The student needs to be mindful of graduate school deadlines for application to graduate, dissertation defense, and dissertation submission to the graduate school.

Students should begin scheduling the meeting for the defense as soon as their chair has reviewed drafts of all chapters. Dissertation drafts should be submitted to other committee members at least two weeks prior to the scheduled defense date. Students should reserve a room for the defense, as well as reserve any audiovisual equipment that is necessary. In addition, the defense must be advertised to the department via flyers. In general, students are required to present the research project (generally 20-30 minute presentation of the Background, Methodology, Results and Discussion) to the audience and allow for an open question and answer period (usually 10-20 minutes). Following the presentation and discussion, the student will meet in closed session with committee members.

Upon successful defense of the dissertation, a departmental form is completed by the dissertation chair for the Graduate Director to generate a letter for the Graduate School.

Section 4

Definitions and Explanations of Terminology

Advisor

The initial academic advisor is assigned and based on match between student and faculty research interested with information available in student application. When the student selects the chair of the Program Advisory and Dissertation Committees, this person becomes the academic advisor.

Candidacy

Admission to Candidacy is awarded by the Graduate School after the student has passed the degree-specific prerequisites (e.g. written qualifying examination). The Admission to Candidacy procedure is to be completed at least one academic year prior to the date on which the degree is granted.

Committee Chair

The student selects a committee chair for the Program Advisory and Dissertation Committees; this is the person with whom the student will work most directly and should be selected on the basis of the area of study; student typically discusses research interests with potential committee chairs and the final decision is made based on the “fit” of research interests and faculty availability.

Comprehensive Examination

Doctoral Comprehensive Examinations are required by the Graduate School near the completion of doctoral course work and prior to beginning the formal dissertation process. For the DrPH and PhD students, the written draft and oral defense of the dissertation proposal meets this requirement.

Dissertation

The culminating document that describes research that has been approved by a committee of professors in the major field; a minimum of 12 hours of dissertation credit are required for all doctoral programs; the traditional dissertation has five chapters: introduction, literature review, research methods, manuscripts and discussion plus

references and appendices, as appropriate. (Students are required to develop two manuscripts ready for publication as part of the dissertation.)

Dissertation Defense

An oral presentation of the dissertation study results is presented; defenses are open and must be posted by date, time, and location; the committee meets with the student for further questions and discussion after guests have left.

Dissertation Proposal

A written document, traditionally including introduction, literature review, and methods chapters, which describe a research problem, develop support for examining the problem and describe the research methodology proposed for the dissertation; the written document and oral defense of the proposal must be approved by the dissertation committee.

Dissertation Proposal Defense

The oral defense of the proposed dissertation (see above); typically, the student will prepare an oral presentation (approximately 30-45 minutes) of the proposed dissertation which will be followed by questions and discussion; the presentation proposal defenses are open and must be posted by date, time, and location; the committee meets with the student for further questions and discussion after guests have left.

Doctoral Committees

Forms for approval of doctoral committees can be found in the HPEB front office and at the Graduate School website – both departmental and Graduate School forms must be completed. Although the composition of the different doctoral committees (described below) may be independent of each other, it is quite appropriate to have the same committee members

Program Advisory Committee: guides the student in developing a Program of Study that is consistent with degree guidelines and student's career goals; this committee is comprised of three or more members including an outside member (also known informally as the Program of Study committee). This is an internal HPEB committee and can be formed independently from below committees.

Oral Comprehensive Examination Committee: oversees student's progress through the Graduate School's written and oral comprehensive examinations requirement; for PhD and DrPH students, the written draft and oral defense of the dissertation proposal meets this requirement;; this committee is comprised of 4 or more members including an outside member, at least one of whom must be from outside the candidate's major department. This committee must be approved by Graduate School.

Dissertation Committee and Dissertation Defense Committee: Each committee must include an outside member and at least three other members with two or more members from the student's major degree program.

HPEB Chair of Qualifying Examination Committee

The faculty member who coordinates the development and administration of the Qualifying Examination.

HPEB Department Chairperson (“Department Chair”)

The administrative head of the Department of Health Promotion, Education, and Behavior; HPEB is one of six departments in the Arnold School of Public Health

HPEB Department Graduate Director (“Graduate Director”)

The faculty member who oversees and signs off on paperwork pertaining to graduate admissions, programs of study, progression through the program and graduation clearance.

Program of Study

The Program of Study is a document that reflects degree requirements and student professional goals; it is a binding agreement between the student and the Graduate School when approved, although the student can modify under appropriate circumstances; the Program Advisory Committee approves the Program of Study. This form is available on line at check websites for accuracy

http://www.gradschool.sc.edu/PDF/TGS_Forms/Doctoral_Program_of_Study.pdf

Adjustments to the Program of Study may be made on the Program Adjustment Form. This form is available on line at

http://www.gradschool.sc.edu/PDF/TGS_Forms/2002-03_ProgramAdjustmentForm.pdf

Qualifying Examination

The qualifying examination for the PhD and the DrPH is a written exam administered over seven days; it is taken when students have completed 18-27 hours of course work (within 18 hours if student is requesting transfer credit from a master's degree in health promotion and education); see “Qualifying Examination for PhD and DrPH Students” (Section 5) for more information.

Commonly Asked Questions and Answers

QUESTION: *How do I change my Program of Study?*

ANSWER: The Program of Study can be changed with the approval of your Committee Chair and the Graduate Director. The form for changing your program of Study is available from the HPEB office and on line at check website http://www.gradschool.sc.edu/PDF/TGS_Forms/2002-03_ProgramAdjustmentForm.pdf

QUESTION: *What if I need to make a change on a doctoral committee?*

ANSWER: The doctoral committee can be changed with the approval of your committee chair, the Graduate Director and the Dean of the Graduate School. The “Doctoral Committee Appointment Request” form must be completed to appoint and change doctoral committee members. The form is available on line at check website http://www.gradschool.sc.edu/PDF/TGS_Forms/Doctoral_Committee_Form-2002e.pdf this form is used to appoint or change the Program Advisory Committee, the Oral Comprehensive Examination Committee, the Dissertation Committee, and the Dissertation Defense Committee. The Graduate Director and the Dean of the Graduate School must approve it. This form can be obtained from HPEB.

QUESTION: *What if my committee chair leaves the university?*

ANSWER: Discuss the situation with your chair prior to his or her leaving the university; if you are very early in your program, it will be necessary to identify another chair. In some limited circumstances when you are very close to finishing your program, a change may not be needed. If your chair leaves suddenly, discuss the matter with another member of the committee or with the department chair.

QUESTION: *What happens if I do not pass all or part of the qualifying exam?*

ANSWER: Consult with your advisor for advice. You may need to re-take all or part of the exam. You have two chances to pass the qualifying examination.

QUESTION: *What happens if I am late on a graduate school deadline?*

ANSWER: Depending on how late and what deadline it is, it may be possible to pay a late fee and get a letter of support from your advisor. Prevention is best: pay attention to the Graduate School and University deadlines!

QUESTION: *When should I take my qualifying examination?*

ANSWER: The qualifying examination should be taken when you are registered for 18-27 hours. If you are planning to request transfer of coursework, you must take your qualifying examination in the semester in which you are registered for your 18th credit hour. Otherwise, you need to take the qualifying examination when you are registered for your 27th hour at the latest.

QUESTION: *When should I sign up and pay for dissertation credit hours?*

ANSWER: You must take a minimum of 12 dissertation hours; these hours can be taken in almost any configuration. You are required to register for at least 1 credit hour any time you are using university resources (such as working with faculty, using the library or computer resources). You are also required to be registered in at least 1 hour the session you plan to graduate. You can take more than 12 dissertation credit hours if needed. For example, if you have already taken 12 dissertation hours and still have one more session in which to complete your dissertation, you must register for at least one more hour.

QUESTION: How can I keep up with Graduate School deadlines and requirements?

ANSWER: Check the Graduate School calendar at <http://www.gradschool.sc.edu/>

Section 5

Qualifying Examination for PhD and DrPH Students

Scope of the Exam

AREAS OF COMPETENCE

For the PhD or DrPH student, areas of concentration the qualifying exam covers are:

- Historical, theoretical, and philosophical foundations of health promotion and education
- Research design
- Program planning, implementation, and evaluation.
- Selected substantive area (for example, drug and alcohol abuse, adolescent health, gerontology, nutrition, sexuality, environmental health, HIV/AIDS etc.)
- A specialized area of practice or programming resource in areas such as patient education, social marketing, community organization, curriculum development.

Overview of the HPEB Qualifying Examination

The purpose of the doctoral qualifying examination is to assess student's breadth of knowledge regarding the basic principles of health promotion, education, and behavior; capacity to critically review and conduct research in this discipline; and potential for successfully completing the doctoral degree in HPEB.

The exam reflects the content of the MPH HPEB core courses. Although it is not necessary for doctoral students to take each of these courses, students are expected to have a mastery of the concepts and skills contained in the MPH HPEB core courses:

HPEB 700	CONCEPTS AND METHODS IN HEALTH PROMOTION
HPEB 701	THEORETICAL FOUNDATIONS OF HEALTH PROMOTION
HPEB 702	PLANNING HEALTH PROMOTION PROGRAMS
HPEB 707	HEALTH PROMOTION RESEARCH METHODS
HPEB 710	EVALUATION OF HEALTH PROMOTION PROGRAMS
HPEB 748	COMMUNITY HEALTH DEVELOPMENT

The examination is comprised of two sections: one, critical review of published research manuscript (provided with the exam), and two, development of a program proposal focusing on planning, implementation, and evaluation. This is a take-home examination to be completed in one week's time (i.e., 7 days). Students may use any non-human resource in preparing answers, but the work must be original – in other words, not copied from an existing source. Students must cite references that are used. In citing references, APA or similar reference style may be used, but students must be consistent with the reference style that is used. Responses to each section will be limited to no more than 20 double-spaced typed pages.

Registration for the Qualifying Examination

Scheduling the Qualifying Examination

The qualifying examination is offered three times each year:

- Between Fall and Spring semesters (January)
- Between Spring semester and Summer I session (May/June)
- Between Summer II session and Fall semester (August)

Exact times will be arranged with the Qualifying Exams Committee Chair during the Semester prior to the exam times.

Registering for the Qualifying Examination

When a student registers, i.e. signs up for a qualifying examination, the registration is for the next scheduled exam. Registration forms can be obtained from the department. The student completes a form specifying his or her intention to take the exam. Forms should be received by April 30, July 31, and December 15 for the subsequent exam. No registrations will be accepted until the previous exam has been completed.

When to register for the Qualifying Examination

The latest point at which a student may register to take the qualifying exam is during the semester in which he or she is registered for the twenty-seventh credit hour. Students entering the PhD and DrPH programs will follow the existing policy to take the qualifying examination after completion of 18-27 credit hours of coursework. Students wishing to transfer graduate credit hours must take the examination within 18 credit hours.

Failure to Complete the Qualifying Examination

When students who register for the qualifying exam fail to arrive or fail to complete the qualifying exam at the scheduled time, for whatever reason, the matter will be referred to the Doctoral Committee. The Committee will make a determination about the student's status regarding this matter.

Evaluation of the Qualifying Examination

The examination is evaluated by section. The student's name and other identifying information are removed from his or her exam for blinding. Each faculty member evaluates a section as "pass" or "fail." A minimum of two-thirds passing evaluation scores is required to pass that section. If a student does not pass one or more sections, he or she should contact the graduate director and advisor. The student may be required to retake part or all of the exam. Students have no more than a total of two opportunities to pass the qualifying examination.

Advancement to Doctoral Candidacy

In the Department of Health Promotion, Education, and Behavior passing the qualifying exam is a prerequisite to advancement to candidacy for the PhD and DrPH degrees. At this point, the chairperson of the departmental qualifying exam committee (not the student's doctoral advisory committee) will notify the Dean of the Graduate School of the student's progress.

Section 6

Dissertation Requirements

Students are expected to produce two manuscripts towards publication as part of their dissertation. For researchers, academics, and practitioners, productivity is measured by peer-reviewed publications. Manuscripts under review on the student's curriculum vitae are evidence of productivity when applying for positions.

This format differs from that of a traditional dissertation in that two publishable manuscripts are required to be written. These manuscripts should be placed in Chapter 4 of the final dissertation. Students work with the committee chair and committee to develop the two manuscripts. Students may wish to write more than two manuscripts upon committee approval.

Each journal provides instructions for authors that include information on how to submit manuscripts, section headings, manuscript length, number of tables and graphs, reference style, etc. NOTE: Each journal has its own specifications, which must be followed to be considered for publication.

Doctoral candidates will be first authors of dissertation manuscripts. Students will also be responsible for obtaining agreement among the committee members on the order of authorship for each manuscript before the dissertation approval form is signed.

Chapter 1 - Introduction/Background

Problem identification: State the problem.

Problem definition: Describe the nature, background, social and economic costs of the problem. This section should include a brief review of previous research related to the problem to support the student's points. What gaps in the literature have not been addressed?

Formal statement of problem:

- a. What are the broad objectives/aims of study?
- b. Identify the theoretical framework that will guide the research. This is the link between the problem and research design.
- c. What are the specific research questions/hypotheses the student will address?

Justification of research: How will the student’s study add to the body of science? Information should be included to demonstrate why the research is being done.

Preview Provide a brief description of what will be presented in each chapter.

(Number of pages 5-7)

Chapter 2 – Literature Review

The literature review synthesizes previous research to facilitate an understanding of the problem. It provides the preface for the present research problem and justifies the importance of the present dissertation project. Sources of literature include historical and recent publications, vital statistics, data from relevant agencies, communications from experts, etc. The chapter includes specific discussion of the nature of the problem, i.e. descriptions of agencies involved with the problem, research studies which have investigated the problem, summaries of reviews of the problem, and the relevance of the problem to the target population. Findings from other studies need to be discussed in past tense with conclusions and recommendations in the present tense. Also include subsections regarding theoretical background for the study. The final paragraph summarizes findings and restates the study objective. Length will vary according to topic and amount of prior research.

Outline

The following elements should be included:

a. Introductory paragraph

State outline of the literature review and justification of literature selected.

b. Body of the literature review

Organize by subheadings. Ensure a logical flow both between and within each subheading. Organizational options may include but are not limited to: 1) Historical to recent studies; 2) Weaker to stronger design; 3) General to specific studies, and; 4) Topic. For each reviewed study, tersely state findings, conclusions or recommendations, and methodological issues pertinent to the study. End each subsection with a few specific summary statements.

c. Summary of current status of problem

State overall and specific strengths and limitations of the literature. End with concise statements on how the proposed research project will address these and build on the literature. Restate the study aims/hypotheses. Present theoretical/conceptual model for the study.

Chapter 3 - Methodology

The methodology section should include as many details as necessary to allow another researcher to replicate the study. The following information should be included:

Describe the study design.

- a. Identify the target population, study subjects and sampling technique. Include information on the setting in which data collection takes place.
- b. Define the variables to be collected and analyzed. Describe measures and clearly state the questions from which these variables are derived. Define terms and variables used in the study.
- c. Describe data collection procedures (e.g., interview, survey, chart abstraction) and the instrument(s) used. Clearly identify quality control procedures used during data collection. Describe procedures used to protect human subjects (informed consent, confidentiality).
- d. Describe the overall analysis plan and specific procedures.

Chapter 4 - Manuscript/s

Doctoral students will work with committee members to plan two distinctly significant foci for manuscripts. The following provides a generic outline for manuscripts. Students must select potential journals for manuscript submittal and follow the instructions to authors provided by those journals. Describe findings as they relate to each specific research question.

Manuscript Title

Format:

- Abstract
- Introduction
- Methods
- Results
- Discussion
- References

Chapter 5 - Summary, Implications and Recommendations

Concise and comprehensive summary of the dissertation: synthesis discussion of the publications resulting from the research, findings, implications and future research.

- Describe the overall conclusions that can be reached from the analyses.
- Discuss results from previous research that are pertinent to the findings.
- Describe the limitations and implications of the research and findings.
- Identify possible areas of future research.

References:

The references for the literature review and the manuscripts need to be consolidated into one section. However, the references for the two manuscripts must stand-alone. It is important to note that references need to meet the requirements for the graduate school. In addition, the student needs to prepare the manuscripts for submission according to journal requirements.

All dissertations must meet Graduate School requirements. Please refer to the following URL and click on 'Updated Dissertation Guidelines Full Story':
<http://www.gradschool.sc.edu/>

Section 7

Resources and Information for Students

Thomas Cooper Library (Greene Street)

The Thomas Cooper Library has four stack levels of books, a ground floor, a main floor (where circulation and reference sections are located), and a mezzanine. (The mezzanine is the top floor; main is the main entrance floor; the ground floor and the four stack floors go down. That is, Level 4 is the fourth floor below the ground level.)

Access to the Library collections is obtained through the USCAN/NOTIS Online Card Catalog with terminals located throughout the building. CD-ROM stations are also available for users searching multiple databases. Staff in the Reference Library is available to provide individual help. USCAN may also be accessed on the web at <http://www.sc.edu/uscan/>

The Thomas Cooper Library has other valuable services for graduate students, including 40 study rooms (seating up to four persons each), six seminar rooms for library-related seminars, and a classroom for the library-taught orientation and bibliographic instruction classes. Other special areas in the library include the Student Computer Labs (on Levels 3 and 5), the Science Library (on Level 4), Special Collections (on the Mezzanine Level), and the Map Library (on Level 5). The telephone number for the circulation department is (803) 777-3145.

School of Medicine Library

The School of Medicine Library at the University of South Carolina can be an excellent resource for students in Public Health. Many journals can be found at both Thomas Cooper and the Medical Library, so it is good to check with Thomas Cooper first (their listings will indicate what libraries or agencies in this area carry the health journals not available at Cooper). The Medical School Library is located on the Veteran's Administration Medical Center Grounds off Garners Ferry Road. The telephone number is (803) 733-3344.

The Richland County Public Library and other Library Resources

The Richland County Public Library is Columbia's public library and provides access to more than 650,000 books and many other materials. This new library is located on 1431 Assembly Street. In addition, there are various other branches located in neighboring communities. The telephone number for the Richland County Public Library is (803)

799-9084. The Richland County Public Library requires residency in Richland County to check out materials and to access special services. In addition, completing the membership requirements to obtain a "library card" may also be necessary.

Several State government agencies have very good libraries and may be accessible to students.

Communication

Each student has an assigned mailbox outside of the main office area (Room 216A) in the Arnold School of Public Health. These mailboxes are used to keep the students up to date with information, events, etc., going on in HPEB and the School. It is also a base for communication with other students, staff, and faculty. Check your mailbox every day! Students are also required to submit electronic mail (e-mail) addresses to the Department's administrative assistant to be included in the department's listserv. The listserv updates students to opportunities within the Department and University. A separate doctoral student listserv is maintained by the Doctoral Student Club.

Health Sciences Computing Labs

The Arnold School of Public Health is fortunate to have excellent computer facilities and an excellent staff. The facilities include personal computers in Room 204. Early in the Fall semester the staff will be giving lectures on the use of the hardware and software that is available on this of Student equipment.

Office and Alumni Services

The Office of Student and Alumni Services (in Room 112 of Arnold School of Public Health) provide many important services for students, including: course registration assistance, guidance in locating financial assistance, and services in preparation for entering your chosen career. In fact, they can help you in too many ways to list. If you need any kind of information or assistance, this is a good place to start. If they cannot help you, they can tell you who can.

Section 8

University Services Available to Graduate Students

Thomson Student Health Center

The Thomson Student Health Center (TSHC) is located directly behind the Russell House. TSHC, one of some 120 nationally accredited university student health centers, is staffed by board certified or board eligible physicians, certified nurse practitioners, and appropriate numbers of registered nurses, most of whom are certified in college health nursing. TSHC is open mornings and afternoons, Monday through Friday, except on University holidays. A Sunday late afternoon and evening clinic is held during Fall and Spring semesters to manage urgent conditions. No inpatient, overnight, or after-hours services are available.

Daily clinics at the TSHC include General Medicine and Women's Care. Weekly clinics in Orthopedics, Dermatology, and Sports Medicine and Minor Injuries are available. Ancillary services include pharmacy, diagnostic radiology, clinical laboratory, physical therapy, and immunization and allergy injection services. All students enrolled in Columbia campus classes are eligible for services at TSHC. TSHC can be reached at www.sa.sc.edu/tshc/thomson.htm or (803) 777-3174

Health & Wellness Programs

The Health and Wellness Programs (H&WP) offices are located on the first floor of the Thomson Student Health Center. Staffed by four professional health educators and a number of trained graduate assistants and student peers, H&WP offers a wide variety of services and programs for students and the University community. Most of these services and programs are available to students at no cost. Key program elements include the following:

Community Wellness and Wellness Works offers a plethora of health education services, classes, and wellness programs for students, including offerings in the areas of nutrition, exercise, smoking cessation, stress management, weight management, and disease prevention. Many of these programs are offered in partnership with the Office of Campus Recreation and other University offices.

Open Door Drop-In Center is open Monday-Friday (closed on University holidays) from 10:00 a.m. to 3:00 p.m., no appointment necessary. Open Door provides one-on-one health and behavior consultants; provides health information and literature; and will coordinate referrals to the Student Health Center, the Counseling and Human Development Center, or other University or community resources as needed or desired

to address specific health and wellness needs. Open Door can be reached at (803) 777-8248.

Counseling and Human Development Center

The Counseling and Human Development Center (CHDC) is located on-campus in Byrnes Building (7th floor), College Street, across from The Horseshoe. CHDC, a fully accredited counseling center offers: brief outpatient psychiatric intervention; psychological services, including individual and group counseling and biofeedback and psychological testing services; and limited social work support for Columbia campus students. Students, who need inpatient care, extended outpatient services, or other clinical care that exceeds the capabilities of CHDC, are referred to community providers of the patient's choice. Professional staff clinical evaluation and management services are free to all students who have paid the Health Fee portion of the University Fee. CHDC is open daily, Monday-Friday (except on University holidays). Appointments are required except for acute or emergency situations. The Counseling and Human Development Center can be reached at (803) 777-5223.

Off-Campus Student Services

Off-Campus Student Services, located on the 2nd Floor of the Russell House. It offers many services of interest to students who do not live on the USC campus. Among the many programs and services offered are a babysitter list, Columbia area resident assistance, a newsletter, and an off-campus housing locator service (finding roommates and/or apartments). Off-Campus Student Services can be reached at (803) 777-3196.

International Student Services

International Programs for Students is located in room 123 of the Byrnes Building. International student services provide a wide range of services for international students, including pre-arrival information, orientation programs, immigration advising, personal assistance, and student programs and activities. Professionals with specialized training and expertise working with international students staff the office. International Student Services can be reached at www.sc.edu/ips or (803) 777-7461.

Disability Services

Students with disabilities are assisted through the Office of Disability Services. Students with disabilities should contact the Office of Disability Services at 803-777-6742 (TDD) or 803-777-6744 for specific information about services. When students receive the Graduate School's offer of admission, they should notify the Office of Disability Services of their need(s) for specific accommodation(s). The Office of Disability Services is located in the LeConte building at the corner of Pickens and Green Streets.